

- World History Chapter 15

World standards are good but big.

- How will they be tested? If the tests asks broader questions where students can apply various answers, it might work. Example: a question that asks about revolution and students could use the Haitian or the French revolution as an answer. However, if the test is a bunch of minutiae - such as What are the Okra? - these standards will not work.
- There is not enough time in the year to cram that much into our students' heads.
- Are we going for the big picture or the little picture?

- Chapter 16 US History

- 1) How much emphasis should be on California history throughout the year? Examples are cited which specifically focus on CA throughout the framework, but there seems to be more in some sections (ie WW2 and beyond) than earlier.
- 2) Are there any suggestions for sources on LGBT history for teachers to read to support these well needed additions to the curriculum?
- 3) In WW1 section around line 339 there is not much focus on why to US entered WW1? Sub warfare, Lusitania, Zimmerman Telegram etc Why not there?
- 4) There seems to be an equal amount of emphasis on populism and progressivism. Should that lead to more equal time spent on each in class? Currently the text and old standards focused more heavily on the Progressive Era with the Populist Movement as more of a sub unit in the late 1800's Gilded Age Unit.

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Ross Parmenter
SLV High School
Social Studies Department Chair
rparmenter@slvusd.org
(831) 335-4425 ex 225